

WWS 571a
Making Schools Effective in Developing Countries
Fall2006
SYLLABUS

Professor

Marlaine E. Lockheed

Office:

Phone:

E-mail: mlockheed@verizon.net

lockheed@princeton.edu

Office Hours: TBA

Class meets Mondays, 1:00-4:00

Room: Robertson 005

Course Website: See Blackboard

Faculty Assistant

Helene Wood

301 Robertson

609-258-6980

Poor children live in poor communities and poor countries – those least able to afford the costs of schooling. This shows up in the difficulty that poor families have in meeting their children's educational costs and that poor countries have in sustaining the recurrent costs of schools. Major attention has been given recently to strategies for ensuring that all children in developing countries complete a good quality primary education. But what works, and is it affordable? This course is designed to help students understand what lessons for improving schools in developing countries can be gleaned from the empirical literature. The course has three main sections. The first section will review the evidence regarding the quality of education in developing countries, drawing from a range of cross-national studies of achievement and recent reports from multilateral donor agencies. The second and major section of the course will consider various models of school effectiveness, and will examine the evidence related to the impact of various school inputs, including teacher quality and school management, on student learning. The third section will examine the evidence linking local control of schools, including parent and community participation, with better student learning outcomes. While this is not a research methods course, it does rely heavily on quantitative research evidence, including evidence from evaluations using multivariate regression methods and from randomized control designs. For this reason, students are strongly encouraged to have prior coursework in statistics.

Objectives:

This course is designed to help students understand what lessons for improving schools in developing countries can be gleaned from the empirical literature and evaluations of major

programs. The emphasis of the course will be on research to improve quality of educational outcomes. Specifically the course will:

1. Familiarize course participants with the literature on effective schools in developing countries and policy alternatives to improve schools and student learning in these settings.
2. Familiarize course participants with major programs designed to improve the quality and quantity of schools in developing countries
3. Refine course participants' skills in drafting policy briefs, with an emphasis on marshalling relevant empirical evidence to support recommendations.
4. Develop the ability among course participants to critique empirical studies related to school effectiveness, with particular attention to research methodology and policy relevance.

Requirements:

Students are expected to attend classes regularly and fully prepared to participate in class discussions, having done the assigned readings. In addition, students will write two short policy memos, summarize and present a research paper on effective schools, and prepare a final policy analysis paper.

The assignments are opportunities to exhibit the skills that the course aims to develop, while practicing other abilities necessary for policy analysts such as communicating concisely orally and in writing, developing arguments supported by empirical evidence, and listening to and responding to questions and contributions made by others.

The short memos and the final policy-analysis paper should be done individually; you may not collaborate with others preparing these assignments. The ideas presented in these papers should be your own. When citing or paraphrasing the work of other authors you should follow appropriate rules of citation. All papers are due in class on the dates indicated below.

Plagiarism is a very serious breach of academic conduct at WWS and it is sanctioned severely. Make sure you learn appropriate rules of citation and that you are well aware of the policies governing claiming and giving credit for intellectual work at the school.

Please note that assignments have been planned for specific dates to follow the sequence of the course and to allow the instructor to provide prompt feedback. **Late papers will not be read and will carry a grade of zero.**

Class participation is expected both as a way to enrich the discussion with the broad range of diverse experiences and perspectives brought by each student to the course and also as a way to help each student integrate new concepts and ideas with past knowledge and experience.

Students in other courses have found it useful to form study groups to discuss the readings prior to class, and you are encouraged to do this for this course. To maximize your potential learning gains from these discussions, try to form a team with fellow students who have different experiences and backgrounds from your own – if possible, people who have lived and worked in

places other than those in which you have lived and worked. This will bring a wider range of experience to discussions of the readings.

Assignments and Grading. Grades will be determined as follows

1. **Class participation (10% of grade).** All participants in the course are expected to come to class prepared to discuss the readings. Participation provides the opportunity to develop the ability to present ideas effectively as well as the ability to listen and reach closure on topics being discussed.
2. **Paper 1: Policy Memo#1 (10% of grade).** Write a 2-3 page doubled spaced memo to the Minister of Education of a developing country of your choice that identifies a problem of educational **quality** that needs immediate attention. Explain why this should be considered a problem (and not just the normal state of affairs), provide concrete and timely evidence to justify your claims (numbers are useful), two possibilities for solving the problem and your one recommendation. For example, you could identify a gap in primary math achievement between boys and girls in Yemen, discuss the implications for the math teacher supply in girls schools, note that the problem could be solved by either a girls' summer math learning program or by simplifying the math test, and recommend a girls' summer learning program. **This paper is due on September 25, 2006.**
3. **Paper 2: Policy Memo#2 and Power Point summary. (20% of grade).** Write a 2-3 page doubled spaced memo to the Minister of Education of a different developing country of your choice that identifies a problem of educational **equity** that needs immediate attention. Explain why this should be considered a problem (and not just the normal state of affairs), provide concrete evidence to justify your claims (numbers are useful), two possibilities for solving the problem and your one recommendation. **Develop a four-slide power point presentation that communicates these points effectively and efficiently. The power point should include any presentation notes; slides should NOT include animation. The memo and power point presentation are due in hard copy on October 16, 2006.**
4. **Presentation and critique of empirical study, as if you were at a professional meeting (25% of grade).** This exercise requires you to make a 15- minute presentation to (a) summarize the main approaches and findings of an empirical study and (b) critique the study, as if you were a discussant at a professional meeting. Selected readings for November 6 and November 13 will serve as the basis for these presentations, and students will be given the opportunity to indicate their preference for assignment **The assignments will be given out on October 23, 2006 and the presentations will be made in class November 6, 2006 and November 13, 2006. The number of students enrolled will determine whether this assignment is an individual assignment or one that may be done with partners.**
5. **Paper 3: Final Research Paper (35% of grade).** Individually write a research paper that contrasts a supply-side intervention with a demand-side intervention to improve either quality or equity in a particular developing country. In some cases, all schools will have need of improvement; in other cases, only certain types of schools – urban, rural, those attended by ethnic minorities, etc – will require attention. In this paper, first present data that documents

the problem needing policy attention: tables and figures should support the statement of the problem. Second, review pertinent empirical research literature on supply and demand that is relevant for addressing this problem; the literature should focus on the school or community (e.g., do not focus on general welfare reforms or overall economic growth). Finally, formulate one to three policy recommendations to improve school effectiveness that could lead to direct action that could be implemented by a ministry, NGO or donor. General recommendations, such as “raising awareness,” are not acceptable. The policy could relate to such areas as education finance, physical or pedagogical inputs to schools, school governance, alternatives to formal schooling, laws or administrative rules, incentives, etc. This paper should integrate research discussed in different sessions in the course, but you are also welcome to go beyond the readings in this syllabus as a basis of your report. This paper should have a maximum of 15 double-spaced pages, including a half-page executive summary and references. **The paper is due January 19, 2007. An outline of this paper and a preliminary bibliography are due on December 4, 2006. All papers must be presented in hard copy. Papers sent electronically or faxed will not be accepted.**

Grading Rubrics For Papers 1-3: (the full range of letter grades will be used to assess these papers)

Papers 1 and 2: Criteria for evaluating the Policy Memos #1 and #2

A	<ul style="list-style-type: none"> • Clearly identifies a policy challenge (problem) in one country • Provides concrete evidence about the likely effects of leaving the problem unsolved • Provides concrete recommendations for solving the problem • Provides logical rationale for why the preferred recommendation was chosen • Is organized and written logically and clearly, without errors that may prohibit comprehension • For Memo #2—the power point summary distills important information and is persuasive
B	<ul style="list-style-type: none"> • Satisfies the basic requirements of the paper • Argumentation about the importance of solving the problem is not clear • May not reflect an original or unique analysis of the policy challenge • May contain writing and organization errors • For Memo #2 – the power point is clear, but may include writing errors
C	<ul style="list-style-type: none"> • Identifies a policy challenge but demonstrates unsatisfactory logic in explaining its importance in the country • Uses insufficient evidence to support argument • For Memo # 2 – the power point is not clear or uses animation
D	<ul style="list-style-type: none"> • Shows effort to complete assignment but fails to clearly identify a policy challenge or provide evidence
F	<ul style="list-style-type: none"> • Fails to address the basic requirements

A “+” grade will be awarded when a paper excels in one of the necessary elements at each grade level and/or shows exemplary writing. A “-“ grade will be awarded when a paper is deficient in one of the necessary elements at each grade level and/or demonstrates writing or organization that prohibits comprehension.

Paper 3: Criteria for evaluating the final research paper

A	<ul style="list-style-type: none"> • Documents a problem of school effectiveness in a specific country with reference to at least five (5) original sources • Provides relevant descriptive data on that country through tables and figures • Reviews empirical literature on possible solutions to this problem, with reference to at least ten (1) original sources; critiques sources as appropriate. • Formulates specific policy recommendations that would improve publicly financed schools • Executive summary is concise and communicates recommendations persuasively • Demonstrates originality of thought • Is well organized and clearly written, containing few or no errors
B	<ul style="list-style-type: none"> • Satisfies the basic requirements of the assignment • Use of original sources is less than required • Makes only partial use of the pertinent research literature used in the course • Includes some gaps in the evidence used to support the arguments and policy recommendations made • Executive summary is not concise
C	<ul style="list-style-type: none"> • Shows serious effort to identify problem but relies on secondary rather than primary sources • Provides weak evidence to support recommendations • Tables and figures omitted or contain serious flaws • Makes poor use of evidence to support arguments forwarded in paper • Executive summary vague or missing • Contains substantial organizational or writing errors that prohibit comprehension of ideas
D	<ul style="list-style-type: none"> • Shows effort to complete assignment but is seriously deficient in exploring literature that supports recommendations for policy
F	<ul style="list-style-type: none"> • Fails to meet basic requirements of assignment

A “+” grade will be awarded when a paper excels in one of the necessary elements at each grade level and/or shows exemplary writing. A “-” grade will be awarded when a paper is deficient in one of the necessary elements at each grade level and/or demonstrates writing or organization that prohibits comprehension.

Grading Rubrics for Research Presentation and Critique (the full range of letter grades will be used for assessing these presentations)

Criteria for Evaluating the Research Presentation and Critique

A	<ul style="list-style-type: none"> • Clearly identifies the purpose of the study and the hypotheses to be tested • Clearly presents the measures and methods used for data collection • Clearly presents the analytic methods used in the study • Clearly describes the results, relates them to the hypotheses, draws policy implication • Comments on the relationship between the purpose of the study and the hypotheses to be tested • Comments on the measures and methods used for data collection, and identifies weaknesses • Comments on the analytic methods used in the study, and identifies weaknesses
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	<ul style="list-style-type: none"> • Comments on the results and whether the conclusions drawn are supported by the evidence • Comments on the policy implications of the results • Stays within the 10-minute time allocation for discussion
B	<ul style="list-style-type: none"> • Identifies the purpose of the study and the hypotheses to be tested • Shows weakness in presentation of measures, data collection and/or analyses • Describes the results and relates them to the hypotheses • Comments on the relationship between the purpose of the study and the hypotheses to be tested • Comments on the measures and methods used for data collection, but does not identify weaknesses • Comments on the analytic methods used in the study, but does not identify weaknesses • Comments on the results but not on whether the conclusions drawn are supported by the evidence • Comments on the policy implications of the results
C	<ul style="list-style-type: none"> • Identifies the purpose of the study • Presentation of the measures, data collection, or analyses is unclear • Describes the results but relationship to hypotheses is not clear • Comments on the relationship between the purpose of the study and the hypotheses to be tested • Comments on the measures and methods used for data collection, and on analytic methods, but remarks are superficial or unclear • Comments on the results and policy implications, but critique of relationship between the evidence and the policy is weak.
D	<ul style="list-style-type: none"> • Shows effort to complete assignment but presentation and critique are unclear in all respects
F	<ul style="list-style-type: none"> • Shows no effort to complete assignment

Summary Schedule and Weight of Assignments

1. Class participation. Come prepared to discuss readings at all scheduled classes. 10% of final grade.
2. First policy memo (2-3 pages). Due September 25; 10% of final grade.
3. Second policy memo (2-3 pages) and power point. Due October 16; 20% of final grade.
4. Research presentation and critique. Due November 6 or November 13; 25% of final grade
5. Individual final research paper (15 pages). Outline and bibliography due December 4. Final Paper due January 19. 35% of final grade.

All papers must be presented in hard copy. Papers sent electronically or faxed will not be accepted. Papers 1 and 2 should be hand delivered to the instructor in class. Instructions on where to deliver the final paper will be given during the term.

Office Hours

The instructor will post office hours and will meet with students on request.

Reading List and Schedule

The purpose of the readings is to expose students to the range of empirical literature typically used to support education policy decisions in developing countries. While students are not expected to be able to carry out the full range of analytic techniques included in the readings, the course is intended to facilitate students' understanding of how findings from these types of analyses are used in policy dialogue. The course is intended to make a better informed consumer of research from the study of these readings.

Required readings will be posted on the course Blackboard. Additional readings may be distributed in class. The following books are required:

David P. Baker and Gerald K. Le Tendre (2005). *National differences, global similarities: World culture and the future of schooling*. Stanford: Stanford University Press (Available at the Princeton University Bookstore)

Unesco (2005). *EFA Global Monitoring Report 2005: The quality imperative*. Paris: Unesco. (Available on-line)

Maureen Lewis and Marlaine Lockheed (2006 forthcoming). *Inexcusable Absence: Why 60 million girls are still out of school and what to do about it*. Washington, DC: Brookings Institute and the Center for Global Development. (Copies of this book will be provided to students enrolled in this class).

SESSION 1: COURSE INTRODUCTION, WHAT SCHOOLS DO (9/18)

Required reading

A. Unesco Documents on Quality and Equality

Unesco (2004). *EFA Monitoring Report: The Leap to Equality*, Chapter 1: Rights, equality and Education for All, pp. 24-32

Unesco (2005) *EFA Monitoring Report: The Quality Imperative*, Chapter 1: Understanding education quality pp 27-37

Clemens, Michael (2004) "The long walk to school: International educational goals in historical perspective". Washington, DC: Center for Global Development (working paper 37, March)

B. What schools do: Learning, Social Cohesion, Citizenship, Economic development

Trends in International Mathematics and Science Study 2003: International Mathematics Report, Executive Summary, Introduction and Chapter 1.

Heyneman, S. (2003) Social cohesion and education in *Encyclopedia of Education*, J. Guthrie (Ed.) (vol 6, pp. 2242-2250) New York: Macmillan

Salmi, Jamil (2006) Violence, democracy and education: An analytic framework, in *Promoting social cohesion through education*, Eluned Roberts-Schweitzer (Ed.). World Bank Institute Learning Resource Series.

Torney-Purta, J., Lehman, R. Oswald, H. and Schultz, W. (2001) *Citizenship and education in twenty-eight countries: civics knowledge and engagement at age 13*. Delft, Netherlands: International Association for the Evaluation of Educational Achievement.

Hanushek, E. and D. Kimko (2000) Schooling, labor-force quality and the growth of nations, *The American Economic Review*, 90 (5), 1184-1208.

Hanushek, E. (2005). *Economic outcomes and school quality*. Paris/Brussels: International Institute of Educational Planning and International Academy of Education.

Crouch, L. and T. Fasih (June 2004) "Pattern in Educational Development: Implications for Further Efficiency Analysis" (used by permission of authors).

Unesco (2006) *EFA Monitoring Report: The Quality Imperative*, "Chapter 2: The importance of good quality: what research tells us". Paris: Unesco, 38-80.

Optional reading

OECD PISA Website

SACMEQ Website

Trends in International Mathematics and Science Study 2003: International Science Report, Executive Summary, Introduction and Chapter 1.

Jomtien and Dakar Declarations on Education for All

SESSION 2: CONDITION AND CONTEXT OF SCHOOLS IN DEVELOPING COUNTRIES (9/25)

Policy Memo #1 due

A. Condition of Schools

Lockheed, M. (1993) "The condition of primary education in developing countries" in *Effective Schools in Developing Countries*, H. M. Levin and M. E. Lockheed (Eds.). New York: Falmer Press, 1993, 20-40.

Greaney, V. (2006) "Textbooks, respect for diversity and social cohesion" in *Promoting social cohesion through education*, Eluned Roberts-Schweitzer (Ed). World Bank Institute Learning Resource Series, 47-70.

Watch videos of schools in developing countries, including: "Letters from Jasmin," "Invisible Voices," "Educating Azamata" (website to be provided OR watch in class)

B. Context of corruption

Lewis, M. (July 2006 draft) "Decentralizing Education: Do Communities and Parents Matter?" Washington, DC, Center for Global Development (pages to be assigned)

Reinikka, R., and J. Svensson (2001) "Explaining Leakage of Public Funds." Policy Research Working Paper 2709. World Bank, Washington, D.C.

Reinikka, R. and N. Smith (2004) *Public Expenditure Tracking surveys in education*. Paris: Unesco/International Institute for Educational Planning. Chapter 5: The impact of the Uganda PETS

Karin, S., C. Santizo Rodall, and E. Cabrero Mendoza (2004) Transparency in education; Study 1: Report Card in Bangladesh; Study 2: Quality Schools Programme in Mexico. Paris, Unesco/International Institute for Education Planning

Hallak, J., M. Poisson (2002) Ethics and corruption in education: Results from the experts workshop held at the IIEP - Paris, 28-29 November 2001. Paris, Unesco/International Institute for Education Planning.

Birdsall, N., R. Levine and A. Ibrahim, Eds. (2005) *Towards Universal Primary Education: Investments, incentives and institutions*. Sterling, VA: Stylus Publishing (pages to be assigned).

SESSION 3: IMPROVING EDUCATION QUALITY: MEASUREMENT ISSUES AND DONOR EFFORTS (10/2)

A. Issues of Measurement and Attribution

Linn, Robert (2002) "The Measurement of Student Achievement in International Studies" in *Methodological Advances in Cross-National Surveys of Educational Achievement*, Andrew C. Porter and Adam Gamoran (Eds). Washington, DC: National Research Council Board on International Comparative Studies in Education, pp 27-57.

Raudenbush, S. (2004) *Schooling, Statistics and Poverty: Can we measure school improvement?* Princeton, NJ: Educational Testing Service.

Kelleghan, T. and V. Greaney (2001) *Using assessment to improve the quality of education*. Paris: Unesco/International Institute of Educational Planning

Smith, Marshall (2002) "Drawing Inferences for National Policy from Large-Scale Cross-National Education Surveys" in *Methodological Advances in Cross-National Surveys of Educational Achievement*, A. Porter and A. Gamoran (Eds.). Washington, DC: National Research Council Board on International Comparative Studies in Education, pp 295-320.

B. Donor efforts

Heyneman, S. P. (2003) The history and problems in the making of education policy at the World Bank: 1963-2000, *International Journal of Educational Development*, 23, 315-337

Alexander, N. C. (2001) Paying for education: How the World Bank and the International Monetary Fund influence education in developing countries, *Peabody Journal of Education* 76 (3): 285-339.

Levine, D. (2005) *Learning what works—and what doesn't: Building learning into the global aid industry*. Washington, DC: Center for Global Development

SESSION 4. IS IT SCHOOLS OR IS IT FAMILIES? AN ONGOING DEBATE ABOUT THE RELATIVE IMPORTANCE OF SUPPLY AND DEMAND (10/9)

Required reading

Baker and LeTendre, Ch. 3: "Symbiotic institutions: Changing global dynamics between family and schooling"

Heyneman, S. and W. Loxley (1983) The effect of primary school quality on academic achievement across twenty-nine high- and low-income countries, *American Journal of Sociology*, 88 (6): 1162-1194.

Woessmann, L. (2005) "Families, schools and primary school learning: Evidence for Argentina and Colombia in an international perspective." World Bank Policy Research Working Paper 3537. Washington, DC: The World Bank.

Optional reading on methodology

Riddell, A. (1989) An alternative approach to the study of school effectiveness in Third World Countries, *Comparative Education Review*, 33: 481-97.

Heyneman, S. (1989) Multilevel models for analyzing school effects in developing countries (commentary on Riddell's An alternative approach to the study of school effectiveness in Third World Countries), *Comparative Education Review*, 33: 498-504.

Uribe, C., R. Murnane, J. Willett and M-A. Somers (2006) Expanding school enrollment by subsidizing private schools: Lessons from Bogota, *Comparative Education Review*, 50 (2): 269-277. (Annex on methodology)

SESSION 5: INSIDE SCHOOLS: WHAT SCHOOL FACTORS (INPUTS AND PROCESSES) BOOST LEARNING IN DEVELOPING COUNTRIES? (10/16)

Policy memo #2 due

Required reading

Lockheed, M. and A. Verspoor (1991). *Improving Primary Schools in Developing Countries*, Chapter 3: Improving learning achievement. New York: Oxford University Press.

Scheerens, Jaap (2000) *Improving school effectiveness*. Unesco/International Institute for Education Planning. ISBN 92-803-1204-9

Glewwe, P, and M. Kremer (draft 2005) Schools, Teachers and Educational Outcomes in developing countries *Handbook on the Economics of Education* (in press)

Case, A. and Deaton, A. (1999) School inputs and educational outcomes in South Africa, *Quarterly Journal of Economics*, 114 (3): 1047-84

Hanushek, E. (1995) Interpreting recent research on schooling in developing countries, *World Bank Research Observer*, 10 (2): 227-46.

Optional reading (other major reviews)

Fuller, Bruce (1987) What school factors raise achievement in the third world? *Review of Educational Research*, 57 (3) 255-292.

Fuller, Bruce and Prema Clark (1994) Raising school effects while ignoring culture: Local conditions and the influence of classroom tools and pedagogy, *Review of Education Research* 64(1), 119-57.

Wolff, L. Schiefelbein, E. and Schiefelbein (2002) *Primary Education in Latin America: The unfinished agenda*. Washington DC: The Interamerican Development Bank, Pages 11-17 (on academic achievement)

SESSION 6. EARLY CHILDHOOD DEVELOPMENT, INSTRUCTIONAL TIME AND TEACHING QUALITY (10/25)

Required reading

A. Early Childhood Development

Weikart, D. (2000) *Early Childhood Education: Need and Opportunity* Paris: Unesco/International Institute of Educational Planning. Chapters 2 and 4.

Armeccin, G., J. Behrman, P. Duazo, S. Ghuman, S. Gultiano, E. King and N. Lee (2006) “Early Childhood Development through an Integrated Program: Evidence from the Philippines”. Working Paper Series 3922-IE. Washington, DC: The World Bank.

B. Time

Chaudhury, N., J. Hammer, M. Kremer, K. Muralidharan and F. H. Rogers (2005) Missing in action: Teacher and health worker absence in developing countries *Journal of Economic Policy* (revised version 5/19/05)

Benavot, Aaron (January 2005) *A Global Study of Intended Instructional Time and Official School Curricula, 1980-2000*.

Benavot, Aaron (2004) “Factors Affecting Actual Instructional Time in Primary Schools: A Literature Review Prepared for the World Bank-IBE Study on Instructional Time” (Contract No. ED 871-138-3) Geneva: International Bureau of Education

Abadzi, H. (2006) *Efficient learning for the poor*. Chapter 10 “Uses and wastage of instructional time.” Washington, DC: The World Bank

Millot, B., and J. Lane (2002) The Efficient Use of Time in Education, *Education Economics* 10 (2): 209–28.

C. Teaching quality

Reimers, F. (2005) Teaching quality matters: Pedagogy and literacy instruction of poor students in Mexico in *International education for the millennium*, B. Piper, S. Dryden-Peterson and Y-S. Kim (Eds.) Harvard Education Review Reprint Series No. 42, 195-214. Cambridge, MA: Harvard

Unesco (August 2005) *Advocacy brief on mother tongue-based teaching and education for girls*. Bangkok: Unesco.

Other readings may be assigned on this topic

SESSION 7: IMPROVING LEARNING ACHIEVEMENT: POLICY INSTRUMENTS AND RIGOROUS EVALUATIONS OF INTERVENTIONS (11/6)

Class presentations of experiments (Group 1)

Required reading

A. Policies

Lockheed, M. and H. Levin (1993). Creating effective schools in *Effective Schools in Developing Countries*, H. Levin and M. Lockheed (Eds.), New York: Falmer Press, 1993, 1-19.

Hannaway, J. and N. Woodroffe (2003) Policy instruments in education in *Review of Research in Education*, 27, Robert E. Floden (Ed.). Washington, DC: American Educational Research Association, pp 1-24

B. Programs for the disadvantaged

Paqueo, V. and G. Lopez-Acevedo (December 2003). "Supply-side school improvement and the learning achievement of the poorest children in indigenous and rural schools: the case of PARE." World Bank Policy Research Working Paper 3172. Washington, DC: The World Bank.

Psacharopoulos, G., C. Rojas and E. Velez (1992). "Achievement evaluation of Colombia's Escuela Nueva: Is multigrade the answer?" World Bank Policy Research Working Paper 896. Washington, DC: The World Bank.

Shapiro, Joseph and Trevino, Jorge Moreno. (June, 2004). "Compensatory education for disadvantaged Mexican students: An impact evaluation using propensity score matching." World Bank Policy Research Working Paper 3334. Washington, DC: The World Bank

McEwan, Patrick (2006). The fortuitous decline of ethnic inequality in Chilean schools. Wellesley College (processed)

Lockheed, M., A. Harris, P. Gammill and T. Jayasundera (2006). *New Horizons for Primary Schools in Jamaica: Inputs, outcomes and impact*. Washington, DC: Academy for Educational Development. Chapters 3, 4 and 5.

World Bank (2003) *Implementation Completion Report on a Credit in the amount of SDR 180 million to India for a District Primary Education Project* (Report No:25266). Washington, DC: The World Bank.

Jalan, J., and E. Glinskaya (2003) "Improving Primary School Education in India: An Impact Assessment of DPEP-Phase 1." World Bank, Washington, D.C.

C. Randomized Evaluations of Supply-side Interventions

Glewwe, P., M. Kremer and S. Moulin (1998) "Textbooks and Test Scores: Evidence from a Prospective Evaluation in Kenya"

Vermech, C. and M. Kremer (2004) "School Meals, Educational Achievement and School Competition: Evidence from a Randomized Evaluation in Kenya"

Glewwe, P., M. Kremer, S. Moulin and E. Zitzewitz (2004) Retrospective vs. prospective analyses of school inputs: The case of flip charts in Kenya, *Journal of Development Economics* 74(1): 251-268. (NBER Working Paper 8018, 2000).

Banerjee, A., S. Cole, E. Duflo, and L. Linden (December 2005) "Remedying education: Evidence from two randomized experiments in India" Bureau for Research in Economic Analysis of Development Working Paper 109.

SESSION 8: EXCLUSION AND IMPROVING EQUITABLE PARTICIPATION: ISSUES AND INTERVENTIONS (11/13)

Class presentations of experiments (Group 2)

Required reading

A. Gender, Poverty and Ethnicity: Correlates of Inequity

Baker and LeTendre Ch. 5: Rich land, poor schools: Inequality of national educational resources and achievement of disadvantaged students

Lewis, M. and M. Lockheed (forthcoming 2006) *Inexcusable Absence: Why 60 millions girls are still not in school and what to do about it*. "Chapter 2: Social exclusion and barriers to girls' schooling." Washington, DC: The Brookings Institute.

Lewis, M. and M. Lockheed (forthcoming 2006) *Inexcusable Absence: Why 60 millions girls are still not in school land what to do about it*. "Chapter 3: Multiple exclusions, educational attainment and student performance." Washington, DC: The Brookings Institute.

Unesco Institute for Statistics and Unicef (2005). *Children out of school: Measuring Exclusion from Primary Education*. "Chapter 1: How many primary school age children are excluded from education?" Montreal, Canada: Unesco Institute for Statistics.

Unesco Institute for Statistics and Unicef (2005) *Children out of school: Measuring Exclusion from Primary Education*. "Chapter 2: Assessing the characteristics of out-of-school children" Pages 33-57. Montreal, Canada: Unesco Institute for Statistics

Examine the distribution of educational attainment by income group and in urban and rural areas for selected countries of interest to you. Website to be provided.

B. Interventions to improve quantity and quality

Filmer, D. (2004) "If you build it, will they come? School availability and school enrollment in 21 poor countries." World Bank Policy Research Working Paper 3340. Washington, DC: The World Bank

Lloyd, C., B. Mensch and W. Clark (2000) The effects of primary school quality on school dropout among Kenyan girls and boys, *Comparative Education Review* 44 (2): 113-147.

Lewis, M. and M. Lockheed (forthcoming 2006) *Inexcusable Absence: Why 60 millions girls are still not in school and what to do about it*. "Chapter 4: Strategies for addressing girls' multiple exclusions in education." Washington, DC: The Brookings Institute.

C. Randomized evaluations

Kremer, M. (2003) Randomized Evaluations of Educational Programs in Developing Countries: Some Lessons *American Economic Review* 93(2): 102-106.

Bobonis, G., E. Miguel and C.Sharma (2004) "Iron Deficiency Anemia and School Participation." MIT: Poverty Action Lab Paper No. 7.

Jayasundera, T. (2005) "Who Benefits Most from Public Investment in Education: Evidence from Indonesia" Paper presented at the 75th Annual Southern Economic Association Conference, November 18–20, Washington, D.C.

Urquiola, M. (2001) "Identifying Class Size Effects in Developing Countries: Evidence from Rural Schools in Bolivia" World Bank Policy Research Working Paper 2711. Washington, DC: The World Bank.

Optional reading

World Bank (2005) *World Development Report 2006: Equity and Development*. Washington, DC: World Bank and Oxford University Press. Chapter 7: Human Capabilities: pp 132-141.

Wellesley Centers for Research on Women and Development and Training Services (September 2003). *Unsafe schools: A literature review of school-related gender-based violence in developing countries*. Washington, DC: USAID

Herz, B. and G. Sperling (2004) *What works in girls' education: Evidence and policies from the developing world*. Washington, DC: Council on Foreign Relations

SESSION 9: TECHNOLOGY FOR EDUCATION IN DEVELOPING COUNTRIES (11/20)

Linden, L., A. Banerjee and E. Duflo (2003) "Computer-assisted Learning: Evidence from a Randomized Experiment". MIT: Poverty Action Lab

Kozma, R., R. McGhee, E. Quellmalz, D. Zalles. (no date) "Closing the digital divide: Evaluation of World Links" Palo Alto: SRI International Center for Technology in Learning

Bosch, A. (1997) "Interactive radio instruction: Twenty-three years of improving educational quality." Washington, DC: World Bank Human Development Network.

Kozma, R. (2003) Technology and classroom practices, an international study, *Journal of Research on Technology in Education* 36 (1): 1-14

Heyneman, S. and K. Haynes (2004) International uses of educational technology: threats and opportunities, in *Adapting Technology for School Improvement: A Global Perspective*. Chapman, C. and L. Mahlck, Eds. Paris: Unesco/International Institute of Educational Development.

SESSION 10: PREPARATION AND MOTIVATION OF TEACHERS: ISSUES AND INTERVENTIONS (11/27)

Required reading

A. Preservice Education and Training

Stuart, J. and M. Tatto (2000) Designs for initial teacher preparation programs: international view, *International Journal of Educational Research* 33: 493-514.

Vlaardingerbroek, B. and Taylor, TG Neil (2003) Teacher education variables as correlates of primary science ratings in thirteen TIMSS systems, *International Journal of Educational Development*, 23:429-438.

Mullens, J., R. Murnane, and J. Willett (1996) The contribution of training and subject-matter knowledge to teaching effectiveness: A multilevel analysis of longitudinal evidence from Belize, *Comparative Education Review* 40 (2): 139–57.

B. Inservice Training

Lopez-Acevedo, G. (March, 2004) “Professional development and incentives for teacher performance in schools in Mexico”. World Bank Policy Research Working Paper 3236. Washington, DC: The World Bank.

Angrist, J., & Lavy, V. (2001) Does teacher training affect pupil learning? Evidence from matched comparisons in Jerusalem public schools, *Journal of Labor Economics*, 19(2) 343-369.

C. Teacher Motivation

Gaynor, C. (1998) *Decentralization of Education: Teacher Management*. Directions in Development. Washington, DC: The World Bank. (Chapter 2, pp 4-40)

Di Gropello, E., and J.H. Marshall (2005) Teacher effort and schooling outcomes in rural Honduras in *Incentives to Improve Teaching*, E. Vegas (Ed.), Washington, D.C: The World Bank

Umansky, I. (2005) A literature review of teacher quality and incentives: Theory and evidence in *Incentives to Improve Teaching*, E. Vegas(Ed.). Washington, DC: The World Bank

Sergent, T. and E. Hannum (2005) Keeping teachers happy: Job satisfaction among primary school teachers in rural northwest China *Comparative Education Review*, 49 (2), 173-204.

Duflo, E. and R. Hanna (2005 draft) "Holding teachers accountable: Evidence from a randomized evaluation in India." MIT: Poverty Action Lab.

Vegas, E. and J. De Laat (2003. "Do differences in teacher contracts affect student performance? Evidence from Togo." (processed)

Kingdon, G. and F. Teal (2005) "Does performance related pay for teachers improve student performance? Some evidence from India." London: Economic and Social Research Council Global Poverty Research Group Working Paper 014.

SESSION 11: DECENTRALIZATION, SCHOOL BASED MANAGEMENT AND PRIVATE SCHOOLS (12/4)

An outline of the final paper and a preliminary bibliography are due

Required reading

A. School based management and decentralization

Baker and LeTendre Ch. 9: Slouching towards a global ideology: The devolution revolution in education governance

Leithwood, K.; Menzies, T. (1998) A review of research concerning the implementation of site-based management. *School Effectiveness and School Improvement*, Vol. 9, No. 33.

Eskeland, G.S., and D. Filmer (2004) "Autonomy, Participation and Learning in Argentine Schools: Findings, and Their Implications for Decentralization." Policy Research Working Paper 2766. World Bank, Washington, D.C.

Gunnarsson, L.V., P. Orazem, M. Sanchez, and A. Verdisco (2004) "Does School Decentralization Raise Student Outcomes? Theory and Evidence on the Roles of School Autonomy and Community Participation." Working Paper 04005. Iowa State University, Department of Economics, Ames.

King, E., and B. Ozler (2001) "What's Decentralization Got to Do with Learning? Endogenous School Quality and Student Performance in Nicaragua." World Bank. Washington, D.C.

B. Private schools

Levin, H. M. and C. R. Belfield (2003) The marketplace in education in *Review of Research in Education* 27, Robert E. Floden (Ed.): 183-219. Washington, DC: American Educational Research Association.

Lockheed, M. and E. Jimenez (1996) Public and private schools overseas: Contrasts in organizations and effectiveness in *Who Chooses? Who Loses? Culture, Institutions, and the Unequal Effects of School Choice*, B. Fuller (Ed.). New York, NY: Teachers College Press, 1996.

Fuller, B., Ed.(1996) *Who Chooses? Who Loses? Culture, Institutions, and the Unequal Effects of School Choice*. New York, NY: Teachers College Press. Pp 187-201.

Newhouse, D. and K. Beegle (2005) "The effect of school type on academic achievement: Evidence from Indonesia". World Bank Policy Working Paper 3604. World Bank, Washington, D.C.

Uribe, C., R. Murnane, J. Willett and M-A. Somers (2006) Expanding school enrollment by subsidizing private schools: Evidence from Bogota. *Comparative Education Review*, 50 (2) 241-269.

Somers, M-A., P. J. McEwan, J. D. Willms (2004) How effective are private schools in Latin America? *Comparative Education Review*, 48(1), 48-69.

C. Community schools and decentralization

Gershberg, A.I., and D.R. Winkler (2003) *Education Decentralization in Africa: A Review of Recent Policy and Practice*. Washington, D.C.: World Bank.

Jimenez, E., and Y. Sawada (1999) Do Community-Managed Schools Work? An Evaluation of El Salvador's EDUCO Program. *The World Bank Economic Review* 13 (3): 415-441.

Rugh, A., and H. Bossert (1998) *Involving Communities: Participation in the Delivery of Education Programs*. Washington, D.C.: United States Agency for International Development.

Nickson, A. (March 2001) "Education reform in Latin America: Decentralization or restructuring?" Paper presented at Conference on Exclusion and Engagement: Social Policy in Latin America, Institute for Latin American Studies, University of London, 22-23 March.

Galiani, S., P. Gertler and E. Schargrodsky (2005) "School Decentralization: Helping the good get better, but leaving the rest behind" (processed)

Optional Reading

World Bank (2003) *World Development Report 2004: Making Services Work for Poor People*. Washington, DC: The World Bank and Oxford University Press. Chapter 7: Basic Education Services

Glewwe, P., M. Grosh and H. Jacoby and M. Lockheed (1995) An eclectic approach to estimating the determinants of achievement in Jamaican Primary Education. *The World Bank Economic Review*, 1995, 9(2), 231-258.

Lockheed, M. and A. Harris (2005) Beneath education production functions: The case of primary education in Jamaica. *Peabody Journal of Education*, 2005, 80(1), 6-28.

Sawada, Y. (1999) "Community Participation, Teacher Effort, and Educational Outcome: The Case of El Salvador's Educo Program." Working Paper Series on Impact Evaluation of Education Reforms Paper 307. World Bank, Development Research Group, Washington, D.C.

Ragatz, A., and Y. Sawada. (2004) "Decentralization of Education, Teacher Behavior, and Outcome: The Case of El Salvador's EDUCO Program." University of Tokyo.

SESSION 12: VOUCHERS, SCHOLARSHIPS AND CONDITIONAL CASH TRANSFERS (12/11)

Required reading

A. The Cost of Schooling for the Poor

Bray, M (1999) *The Private Costs of Public Schooling: Household and community financing of primary education in Cambodia*. Paris: Unesco/International Institute of Educational Planning. Chapters 1 and 5.

Woodhall, M. (2004) *Cost-benefit Analysis in Educational Planning (4th Edition)* Paris: Unesco: International Institute of Educational Planning. Chapters 1 and 2

B. Vouchers

Angrist, J., E. Bettinger and M. Kremer (April 2005) "Long-term educational consequences of secondary school vouchers: Evidence from administrative records in Colombia" (processed)

Vegas, E. (2002) "School choice, student performance and teacher and school characteristics: The Chilean case." Working Paper Series 2833. Washington, DC: The World Bank

Anand, P., A. Mizala, A. Repetto (April 2006) "Using school scholarships to estimate the effect of government subsidized private education on academic achievement in Chile" Processed.

Kim, J., H. Alderman and P.F. Orazem (1999) Can private school subsidies increase schooling for the poor? The Quetta urban fellowship program. *World Bank Economic Review* 13 (3): 443-466.

C: Conditional Cash Transfers for Equity

Rawlings, L. and G. Rubio (2003) "Evaluating the impact of conditional cash transfer programs: Lessons from Latin America" Working Paper Series 3119. Washington, DC: The World Bank.

de Janvry, A. and E. Sadoulet (2004) "Conditional Cash Transfer Programs: Are They Really Magic Bullets?" Department of Agricultural and Resource Economics, University of California at Berkeley (June).

Morley, S. and D. Coady (2003) *From Social Assistance to Social Development: Targeted education subsidies in developing countries*. Washington, DC: Center for Global Development and International Food Policy Research Institute, pp 35-48.

Paes de Barros, R., and R. Mendonca (1998) "The Impact of Three Institutional Innovations in Brazilian Education." in *Organization Matters: Agency Problems in Health and Education in Latin America*, W. Savedoff, Ed.. Washington D.C.: Inter- American Development Bank.

Kremer, M., E. Miguel and R. Thornton (2004) "Incentives to Learn in Kenya". Cambridge, MA: MIT Poverty Action Lab